**Optional Record Sheet for end of KS1 Reading Teacher Assessment**

**Name:**

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|  | **Accuracy** | | **Fluency** | | **Understanding** | |
| **Working Towards the Expected Standard** | **The pupil can:** | **Criteria Met:** | **In a book closely matched to the GPCs as above, the pupil can:** | **Criteria Met:** | **In a familiar book that is read to them, the pupil can:** | **Criteria Met:** |
| read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes\* |  | read aloud many words quickly and accurately without overt sounding and blending |  | answer questions in discussion with the teacher and make simple inferences |  |
| read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences(GPCs)\* |  | sound out many unfamiliar words accurately |  |  |  |
| read many common exception words\* |  |
| **Working at the Expected Standard** | **The pupil can:** | **Criteria Met:** | **In age-appropriate books[[1]](#footnote-1) , the pupil can:** | **Criteria Met:** | **In a book that they can already read fluently, the pupil can:** | **Criteria Met:** |
| read accurately most words of two or more syllables |  | read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words[[2]](#footnote-2) |  | check it makes sense to them, correcting any inaccurate reading |  |
| read most words containing common suffixes\* |  | sound out most unfamiliar words accurately, without undue hesitation |  | answer questions and make some inferences |  |
| read most common exception words\* |  | explain what has happened so far in what they have read |  |

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| **Working at Greater Depth** | **The pupil can:** | **Criteria Met:** |  | **Criteria Met:** | **In a book they are reading independently** | **Criteria Met:** |
|  |  |  |  | make inferences |  |
|  |  |  |  | make a plausible prediction about what might happen on the basis of what has been read so far |  |
|  |  | make links between the book they are reading and other books they have read |  |

1. \*Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell

   Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. The sources for the reading test are listed in the copyright acknowledgements in published key stage 1 test materials [↑](#footnote-ref-1)
2. Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so. [↑](#footnote-ref-2)